



State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

MEMO

TO: Arizona Adult Educators

FROM: Karen Liersch
Deputy Associate Superintendent, Adult Education

DATE: January 25, 2005

SUBJECT: Field Input: Arizona Adult Education ABE/ASE Standards

After serving for five years as the curriculum framework for instruction within Arizona's Adult Education programs, the Arizona Adult Education ABE/ASE Standards will be reviewed and updated by a team of Adult Educators. Because your input is important to us, we are requesting your thoughts regarding these standards before the Team begins its work.

We believe that the Arizona Adult Education Content Standards need to reflect what an adult learner should know and be able to do. As important, the Standards need to be written in a manner that is useful to Instructors. Additionally, in order for assessment to inform instruction, we are looking for the alignment between the Standards and the 2002 GED/GED Practice Test, alignment between the Standards and the state-required assessment tool (TABE), and alignment between the Standards and the Federal NRS Level descriptors.

A separate survey has been developed for each content area: Reading and Writing, Math, Science, and Social Studies. Please complete **ONLY** those survey areas with which you are familiar.

Please return the survey by 5:00 pm Friday, February 18, 2005 to Fred Reiter, Arizona Department of Education, Adult Education Section, 1535 West Jefferson, BIN VIR, Phoenix, AZ 85007. Phone: 602.258.2410, FAX: 602.258.4986, email: freiter@ade.az.gov.

Thank you in advance for your valuable input to the important work of the Standards review and update. These Standards, which were developed by you, have, and will, serve as the foundation for extraordinary adult education within Arizona!

Survey of Arizona Adult Educators regarding the Arizona Adult Education Standards

Program: _____

I teach the following:

_____ Math ABE/ASE Levels _____

_____ Reading & Writing ABE/ASE Levels _____

_____ Science ABE /ASE Levels _____

_____ Social Studies ABE/ASE Levels _____

_____ ELAA Levels _____

Name (optional) _____

Content Alignment between ASE Reading and Writing Content Standards and the 2002 GED/GED Practice Test

1. To what degree do the knowledge and skills of the ASE I and ASEII Reading and Writing content standards reflect the content on the '02 GED/GED Practice Test? (Please circle the appropriate box.)

1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

Comments:

2. Are there any knowledge and skills tested on the '02 GED/GED Practice Test assessment that are NOT reflected in the AZ ABE/ASE Reading and Writing content standards?

☐ Yes ☐ No

a) If your answer is "yes," please identify the content:

3. Are there any knowledge and skills in the AZ ABE/ASE Reading and Writing content standards that are NOT tested on the '02 GED/GED Practice Test?

☐ Yes ☐ No

a) If your answer is "yes," please identify the knowledge and skills:

b) Are the knowledge and skills in the AZ ABE/ASE Reading and Writing content standards that are not assessed on the '02 GED/GED Practice Test important to maintain?

☐ Yes ☐ No

Explain:

**Alignment between ABE /ASE Reading and Writing Content Standards
and the TABE Test**

4. To what degree do the knowledge and skills of the ABE/ASE Reading and Writing content standards reflect the content on the TABE Test? (Please circle the appropriate box.)

1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

Comments:

5. Are there any knowledge and skills tested on the TABE assessment that are NOT reflected in the AZ ABE/ASE Reading and Writing content standards?

☐ Yes ☐ No

a) If your answer is "yes," please identify the content:

6. Are there any knowledge and skills in the AZ ABE/ASE Reading and Writing content standards that are NOT tested on the TABE Assessment?

☐ Yes ☐ No

a) If your answer is "yes," please identify the knowledge and skills:

b) Are the knowledge and skills in the AZ ABE/ASE Reading and Writing content standards that are not assessed on the TABE important to maintain?

☐ Yes ☐ No

Explain:

Alignment between NRS Level Descriptors and AZ ABE/ASE Reading and Writing Levels

7. Describe the level to which the Arizona ABE/ASE level reflects each National Reporting System (NRS) level descriptor and explain your answers.

To determine the extent of the match, think in terms of the skills and knowledge described at each NRS level and the skills and knowledge described at each AZ ABE/ASE level.

NRS Level	Arizona ABE/ASE Levels in Reading and Writing
<p><u>Beginning Literacy</u> Individual has no or minimal reading and writing skills, May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases, may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.</p>	
<p><u>Beginning Basic Education (ABE I)</u> Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar situation, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), add consistent use of punctuation (e.g., periods, capitalization).</p>	
<p><u>Low Intermediate (ABE II)</u> Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order), can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.</p>	
<p><u>High Intermediate (ABE III)</u> Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.</p>	

NRS Level	Arizona ABE/ASE Levels in Reading and Writing
<u>Low Adult Secondary (ASE I)</u> Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate syntheses of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	
<u>High Adult Secondary (ASE II)</u> Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and without material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	

General Reflections about the ABE/ASE Reading and Writing Content Standards

8. To what degree do the Reading and Writing content standards address the essential knowledge and skills required of adult learners? (Please circle the appropriate box.)

Reading & Writing				
1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

9. What specific additions or refinements would you make to the content standards for READING & WRITING?

**Content Alignment between ASE Math Content Standards
and the 2002 GED/GED Practice Test**

10. To what degree do the knowledge and skills of the ASE I and ASEII Math content standards reflect the content on the '02 GED/GED Practice Test? (Please circle the appropriate box.)

1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

Comments:

11. Are there any knowledge and skills tested on the '02 GED/GED Practice Test that are NOT reflected in the AZ ABE/ASE Math content standards?

☐ Yes ☐ No

a) If your answer is "yes," please identify the content:

12. Are there any knowledge and skills in the AZ ABE/ASE Math content standards that are NOT tested on the '02 GED/GED Practice Test?

☐ Yes ☐ No

a) If your answer is "yes," please identify the knowledge and skills:

b) Are the knowledge and skills in the AZ ABE/ASE Math content standards that are not assessed on the '02 GED/GED Practice Test important to maintain?

☐ Yes ☐ No

Explain:

Content Alignment between ABE/ASE Math Content Standards and the TABE Test

13. To what degree do the knowledge and skills of the ABE/ASE Math content standards reflect the content on the TABE Test? (Please circle the appropriate box.)

1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

Comments:

14. Are there any knowledge and skills tested on the TABE assessment that are NOT reflected in the AZ ABE/ASE Math content standards?

☐ Yes ☐ No

a) If your answer is "yes," please identify the content:

15. Are there any knowledge and skills in the AZ ABE/ASE Math content standards that are NOT tested on the TABE Assessment?

☐ Yes ☐ No

a) If your answer is "yes," please identify the knowledge and skills:

b) Are the knowledge and skills in the AZ ABE/ASE Math content standards that are not assessed on the TABE important to maintain?

☐ Yes ☐ No

Explain:

Alignment between NRS Level Descriptors and AZ ABE/ASE Math Levels

16. Describe the extent to which the Arizona ABE/ASE level reflects each National Reporting System (NRS) level descriptors and explain your answers.

To determine the extent of the match, think in terms of the skills and knowledge described at each NRS level and the skills and knowledge described at each AZ ABE/ASE level.

NRS Level	Arizona ABE/ASE Level in Math
<u>Beginning Literacy</u> Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	
<u>Beginning Basic Education</u> Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations.	
<u>Low Intermediate</u> Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	
<u>High Intermediate</u> Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals, and decimals to fractions; can perform basic operations on fractions.	
<u>Low Adult Secondary</u> Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own labels and graphs; can use math in business transactions.	
<u>High Adult Secondary</u> Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	

General Reflections about the ABE/ASE Math Content Standards

17. To what degree do the Math content standards address the essential knowledge and skills required of adult learners? (Circle the appropriate box.)

Math				
1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

18. What specific additions or refinements would you make to the content standards for MATH?

Content Alignment between ADE Science Content Standards and the 2002 GED/GED Practice Test

19. To what degree do the knowledge and skills of the ASE I and ASEII Science content standards reflect the content on the '02 GED/GED Practice Test? (Please circle the appropriate box.)

1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

Comments:

20. Are there any knowledge and skills tested on the '02 GED/GED Practice Test that are NOT reflected in the AZ ABE/ASE Science content standards?

☐ Yes ☐ No

a) If your answer is "yes," please identify the content:

21. Are there any knowledge and skills in the AZ ABE/ASE Science content standards that are NOT tested on the '02 GED/GED Practice Test?

☐ Yes ☐ No

a) If your answer is "yes," please identify the knowledge and skills:

b) Are the knowledge and skills in the AZ ABE/ASE Science content standards that are not assessed on the '02 GED/GED Practice Test important to maintain?

☐ Yes ☐ No

Explain:

General Reflections about the ABE/ASE Science Content Standards

22. To what degree do the Science content standards address the essential knowledge and skills required of adult learners? (Circle the appropriate box.)

Science				
1 (Not at all)	2 (A Little)	3 (Somewhat)	4 (To a High Degree)	5 (To a Very High Degree)

23. What specific additions or refinements would you make to the content standards for SCIENCE?

Content Alignment between ASE Social Studies Content Standards and the 2002 GED/GED Practice Test

24. To what degree do the knowledge and skills of the ASE I and ASEII Social Studies content standards reflect the content on the '02 GED/GED Practice Test? (Please circle the appropriate box.)

1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

Comments:

25. Are there any knowledge and skills tested on the '02 GED/GED Practice Test that are NOT reflected in the AZ ABE/ASE Social Studies content standards?

☐ Yes ☐ No

a) If your answer is "yes," please identify the content:

26. Are there any knowledge and skills in the AZ ABE/ASE Social Studies content standards that are NOT tested on the '02 GED/GED Practice Test?

☐ Yes ☐ No

a) If your answer is "yes," please identify the knowledge and skills:

b) Are the knowledge and skills in the AZ ABE/ASE Social Studies content standards that are not assessed on the '02 GED/GED Practice Test important to maintain?

☐ Yes ☐ No

Explain:

General Reflections about the ABE/ASE Social Studies Content Standards

27. To what degree do the Social Studies content standards address the essential knowledge and skills required of adult learners? (Circle the appropriate box.)

Social Studies				
1	2	3	4	5
(Not at all)	(A Little)	(Somewhat)	(To a High Degree)	(To a Very High Degree)

28. What specific additions or refinements would you make to the content standards for SOCIAL STUDIES?